The impact of storytelling on social skills

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Abstract: The aim of this study was to determine the effect of storytelling on increasing the social skills. The studying population consisted of all fifth grade boy students of primary schools in fifth region of Tehran in the educational year of 1391 – 1392. A population of 60 students has been selected via a simple random sampling among students who had social skills below the average level and 30 students were replaced in experimental group and the remainder of them went to control group. First, groups completed the surveys (social skills of Gresham and Elliott (1990)), then in experimental group the independent variable (8 stories during eight 90 minutes sessions) was performed, but control group received no training. After the intervention on the post – test for both groups (experimental and control) the dependent variable (social skills of Gresham and Elliott (1990)) was executed and one month after the post – test stage in the tracing stage the dependent variable (social skills of Gresham and Elliott (1990)) was conducted only on experimental group. To test the hypothesis the covariance and repetitive measurement test were used. While approving the hypothesis of the study, the results of this investigation showed that the storytelling method not only increases the social skills of elementary school students in Tehran but these skills also have good stability over time.

Keywords: storytelling, social skills, students.

Introduction

Children’s social problems lead them to a veracity of behavioral disorders and even affect on their attitudes toward school classmates and the educational functionality (Brenner 1990). Children in their growth process which is a complex process with high fluctuations are faced with the harsh environment surrounding them.

And in this process, which is actually a kind of learning, they define intelligence and the adoption of new materials with the daily situations. Unfortunately in today's living which is influenced by environment and the diversity of technology and social conditions, children are far from constructive amde live relationships with their parents and are deprived of live relations. Our era is time of electronic communication, a time in which most of the free time of children is spent to play computer games in front of inorganic electronic screens that has taken place in any living creatures. (Mattson, 2003).

Early recognition and proper social skills training for children can prevent future problems and could lead them towards positive social behaviors. One of the ways that is very effective in teaching social skills to children is storytelling. Storytelling as a viable and productive activity is intended to remind us of something forgotten. Storytelling reminds us memories of a forgotten world that are within our own mind and have given some part of our mind. Its presence is a nostalgic one. But storytelling is determined to make possible this access and is going to re – find and re – create this world (Dadgaran, 1990). Story is a rich source, a creative, easy and enjoyable method and tool to teach (Dyjourge, 1988). The child can analyse the consequences of behavior through the surrogate experiment with the hero and then modelde and use it (Mattson et al, 2003). Children live in a world of stories, they paly with the story, wake up and sleep with it. Even they follow the stories in the world of sleeping. This attachment is such a way that even the most naughty children also listen quietly to story, on the other hand children learn many things from listenng to stories (Rahmandoust, 1369). They learn things that maybe in other circumstances they do not have any interest in learning them. Moreover, storytelling is the simplest, cheapest and most effective means that its playing is possible for all and even the families can run it, because it does not need any instrument and preliminary (Plowsky, 1372).

So storytelling plays an important role in children’s lives and on the other hand it is a tool which is in hand without cost. Therefore, its use for children’s growth and well being is effective, simple and affordable. However, the reality shows that today this educational tool is neglected in most cases. Then one can venture to say that the storytelling utility is one of the indirect training devices which can be used in country’s educational system, specially in order to teach social skills to children. Social skills are defined as observable and measurable behaviors which improve independence, acceptability and desired quality of life (Kartlej, 1369). Social skills can be taught at any age and children should be thought well.
the importance of using effective social skills. Many children with their special behaviors are in need of
continous education in social skills and children with these conditions can modify their behavior with social
skills training and prepare themselves to deal with their problems (Gynat, 1369). Children should learn
different social skills to adopt themselves more with the community in which they live. These skills include
a wide range of capabilities from the begininng to the end of a simple conversation to recognize the
symptoms of social relationships and the most complex of them such as process of problem solving
and conflict. Since one of the most important objectives of officials and educational planners is
development of children’s talents through educational programs and on the other hand the future state of the
country is related to their success in educational affairs and since the social adjustment of children with
regard to education is very important, the concentration is on the use of best methods, especially
effective strategies for behavioral changes in childrens towards proper social skills to access the noble goals
of education. Childhood years are suitable time for diagnosis of children disorders, early intervention and
prevention of their social, educational and emotional problems in the future. In fact, timely and early
intervention and modification of maladaptive behaviors of children in this critical period not only
increase social skills and popularity among peers and adults but also prepare a child to accept the future
responsibilities (Shahym, 1386). Social skill has a fundamental relation with all aspects of children lives
and influence on their adaptation. The importance of social skills as the most important factor in
socialization and social adaptation will never be ignored. Paying attention to social development and
social upbringing as well as other aspects of development and educational dimensions enjoys a
special place.

“Socialization is the most important process of acquiring social skills in children which is influenced
by different levels of ecological impacts including family, school and society. Children’s social skills can
affect dramatically on adaptive and educational functionality and quality of life and their potential
power for life and education in the environment with the least restrictions “(Shahi et al, 1387).

Generally speaking, children and teenagers are not interested to participate in therapy sessions, but
they love story and enjoy listening it, in particular boys who seem to rely on the story. Also Gurain
(1997) believes that since boys experience a sense of inadequacy in the emotional field, they need stories to
gift them an internal – reflecting language for emotional experiences. On the other hand, because
children have some incapability to understand and express empathy and have more defensive manner,
storytelling can be useful in the development of children’s social skills. “ Those children who have
acquires enough social skills, are more successful in making relation with peers (Asher and Tylor, 2001)
and learning in teaching environment (Walker and Hopes, 2003) than children who lack these skills.
Longitudinal studies indicate a negative effect of social skills failure on mental health of children.
“Social skills help children to have an effective relation with others. Most children learn this skill in
relation with others without attempt.” (Powless and Elliot, 2001)

Poorness in social skills is a predicator of later behavioral problems in children (Parker and Asher quoting Dodge, 1993). On the other hand effective
methods in children teaching are indirect ways such as using the art methods. “In this regard, the importance
and charm of storytelling for children is mentioned in different contexts and from the perspective of great
experts” (Vali, 1386).Pundits believe that storytelling is to create learning situations. “Storytelling makes it
possible for a person to think more of his/her personal experiences and to develop creative ways to solve
his/her problems” (Butcher, 2006). Various researchs show educational value of storytelling. (Bock, 2006).
Interest in story among children and teenagers is far greater than adults. Plato is the first thinkers who have
realized the importance of story for children and adolescents. Educational stories which help children
and adolescents to live better.”Adolescents with substitution themselves in place of hero reach to a
shuch important achievement in terms of educational issue (Dobie, 2007).

In the process of storytelling, audiences are allowed to intervene and protest; they see storyteller closely and allow themselves to cut his / her words and present themselves with asking questions and expressing memories. And they can complete their data, follow the unknowns and understand the hidden parts of story and therefore they can feel better the story on their inside.This possibility does not exist in theatre, film, TV series and computer games and the kids and adolescents are passive in these programs and are on the other side of the program.while in the storytelling program things are different and children and adolescent motivate their desire and enthusiasm with protest, involvement and approval to participate in the progam and thereby step to develop their talents and creative power as well as increase their imagination power. Also when retelling the story, kids and adolescents and take advantage of their internal capabilities. They reach to a kind of creativity and self-confidence while changing the story events and converting them to their desire scene (Alaxander, 1994),
Regarding to the importance of social skills and their impact on all aspects of students’ life and adoption an appropriate and effective manner, yet attractive and flexible to enhance these skills, the aim of this study is to follow the question of “whether storytelling has impact on increasing social skills of students or not?”

**Research objectives**

**The overall goal**
To determine the effect of storytelling on increasing the social skills of students

**Secondary objectives**
1- To determine the storytelling effect on increasing social skills (cooperation, courage and self-control abilities) in students
2- To determine the stability effect of storytelling on increasing the social skills over time

**Research hypothesis:**
1- Storytelling affect on rising the social skills of students
2- Storytelling enjoys a suitable stability over time to increase the social skills of students

**Methodology**

The methodology of this study is a semi-experimental pretest-posttest with control group and the pending phase. Statistics population of this study consist of all fifth grade boy students of primary school in fifth region of Tehran in 1391.

Sample size of 60 subjects was determined using Cochran formula and the simple random sampling method. After running the social skills questionnaire on all fifth grade students of fifth region of Tehran, those whose social skills level was below the average level is determined and among them 60 person was chosen randomly and 30 patients were replaced in the experimental group and 30 ones in control group.

Research instrument for pretest and posttest was the Gresham and Elliot’s social skills questionnaire (1990). This questionnaire contains 48 five items questions in 3 subscales (cooperation, courage, and self-control). Reliability coefficient of the questionnaire has been reported about 90 percent using Cronbach alpha coefficient by Gresham and Elliot. Also the experimental group was exposed to the independent variable (storytelling). Storytelling sessions was performed in eight 90 minutes sessions.

In this study the collection of intellectual stories by Flip Cam and its training manual have been used as educational content. Intellectual stories are those which encourage children to ask and discuss their questions on a variety of topics.

Table 1 – storytelling protocol based on intellectual stories by Flip Cam

<table>
<thead>
<tr>
<th>Sessions</th>
<th>stories</th>
<th>objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Your house or mine</td>
<td>familiarity with the concept of trust, ugly or beautiful, cooperation, courage</td>
</tr>
<tr>
<td>2</td>
<td>Bird’s nest</td>
<td>time management, luck, courage</td>
</tr>
<tr>
<td>3</td>
<td>Tommy and turtle time</td>
<td>getting familiar with the concept of stealing, fairness and self-control</td>
</tr>
<tr>
<td>4</td>
<td>A night under the stars</td>
<td>Familiarity with development, feelings and self-control</td>
</tr>
<tr>
<td>5</td>
<td>knife</td>
<td>Getting familiar with emotions, self confidence, self-control</td>
</tr>
<tr>
<td>6</td>
<td>Linda and Clara</td>
<td>familiarity with the concept of development, emotion and familiarity with standard concepts</td>
</tr>
<tr>
<td>7</td>
<td>ecosystems</td>
<td>Familiarity with animal’s house, nature, familiarity with the concept of objection</td>
</tr>
<tr>
<td>8</td>
<td>Gabriel</td>
<td>familiarity with a variety of emotions, self-esteem</td>
</tr>
</tbody>
</table>

As it is indicated in the following research table, at the pretest and posttest the dependent variable (social skills questionnaire) was performed on each of two groups (experimental and control) and independent variable (storytelling sessions) was performed only on the experimental groupans. And a month later after the posttest phase the dependent variable was performed again on the experimental group in the following stage.

Table 2 - Pre-test - post-test design with control group and follow up stage

<table>
<thead>
<tr>
<th>Stage group</th>
<th>Pretest phase</th>
<th>Independent variable</th>
<th>Posttest phase</th>
<th>Follow up phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental test group</td>
<td>T_a1</td>
<td>T_a</td>
<td>x</td>
<td>T_0</td>
</tr>
<tr>
<td>Control test group</td>
<td>-</td>
<td>T_a</td>
<td>-</td>
<td>T_b</td>
</tr>
</tbody>
</table>
Appropriate statistical test, grouped analysis of covariance and repeated measurements test, was used to analyze data.

**Results**

Regarding to the nature of hypothesis appropriate statistical test, grouped analysis of covariance and repeated measurements test, was used to analyze data. First let us report the results of Levin’s test about variances equality prehypothesis.

Table 3- Test results of Levine’s test on the assumption of equal variances of subjects’ scores

<table>
<thead>
<tr>
<th>Variable index</th>
<th>Coefficient F</th>
<th>Coefficient p</th>
</tr>
</thead>
<tbody>
<tr>
<td>cooperation</td>
<td>0.856</td>
<td>0.77</td>
</tr>
<tr>
<td>Courage</td>
<td>2.08</td>
<td>0.154</td>
</tr>
<tr>
<td>Self-control, self-discipline</td>
<td>0.527</td>
<td>0.648</td>
</tr>
<tr>
<td>Social skills</td>
<td>6.067</td>
<td>0.358</td>
</tr>
</tbody>
</table>

The results of table 3 show that in the research variables the value of F is not significant at the level of 0.05, thus the hypothesis of equality of variances is confirmed. Also with the satisfaction of other assumptions (linearity and homogenous preassumption of variables’ slop) one can use the covariance analysis test to analyze data.

Hypothesis 1: the storytelling method affects on increasing the students’s social skills.

Table 4 – the results of covariance analysis of storytelling method effect on increasing the social skills of primary school students

<table>
<thead>
<tr>
<th>variable</th>
<th>Sum of squares SS</th>
<th>Degree of freedom df</th>
<th>Mean squares MS</th>
<th>Coefficient F</th>
<th>significance squares</th>
<th>Statistical power</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest Cooperation</td>
<td>108.093</td>
<td>1</td>
<td>108.093</td>
<td>269.0</td>
<td>606.0</td>
<td>0.05</td>
</tr>
<tr>
<td>Group</td>
<td>3895.505</td>
<td>1</td>
<td>3895.505</td>
<td>1813.245</td>
<td>0.000</td>
<td>970.0</td>
</tr>
<tr>
<td>Error</td>
<td>120.308</td>
<td>57</td>
<td>2.148</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>total</td>
<td>37392.000</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretest courage</td>
<td>200.214</td>
<td>1</td>
<td>200.214</td>
<td>0.540</td>
<td>0.121</td>
<td>102.0</td>
</tr>
<tr>
<td>Group</td>
<td>8719.656</td>
<td>1</td>
<td>8719.656</td>
<td>3130.134</td>
<td>0.000</td>
<td>982.0</td>
</tr>
<tr>
<td>Error</td>
<td>158.786</td>
<td>57</td>
<td>2.786</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>total</td>
<td>84350.000</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretest Self-control, self-discipline</td>
<td>119.754</td>
<td>1</td>
<td>119.754</td>
<td>0.553</td>
<td>0.630</td>
<td>327.0</td>
</tr>
<tr>
<td>Group</td>
<td>3706.010</td>
<td>1</td>
<td>3706.010</td>
<td>2097.477</td>
<td>0.000</td>
<td>974.0</td>
</tr>
<tr>
<td>Error</td>
<td>100.713</td>
<td>57</td>
<td>1.767</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>total</td>
<td>36944.000</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretest Social skills</td>
<td>756.712</td>
<td>1</td>
<td>756.712</td>
<td>1.305</td>
<td>0.000</td>
<td>189.0</td>
</tr>
<tr>
<td>Group</td>
<td>38494.217</td>
<td>1</td>
<td>38494.217</td>
<td>6323.429</td>
<td>0.000</td>
<td>991.0</td>
</tr>
<tr>
<td>Error</td>
<td>340.903</td>
<td>57</td>
<td>6.088</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>total</td>
<td>453751.000</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the results of covariance analysis and information of table 4, the effects of storytelling method on social skills, and its subscales among the subjects for cooperation (4/1813 = F and 001/0 = P) , for courage (13/3130 = F and 001/0 = P) for self-control, self-discipline (4/2097 = F and 001/0 = P) and for social skills (4/6323 = F and 001/0 = P) significant statistically.( 0. 05 < P). According to the above evidence, the results indicate that the storytelling approach is to enhance the social skills of students.

**Second hypothesis:** storytelling techniques to enhance the social skills of students also has a good stability over time. Using frequent measurement test, resulted changes in social skills and subscales of the experimental group, pretest, post-test, and follow up were analyzed to assess the stability of results over time.
Table 5 - Comparison of social skills average changes of experimental group at pre-test, post-test and follow up phases

<table>
<thead>
<tr>
<th>variable</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Follow up</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SD</td>
<td>SD</td>
<td>SD</td>
</tr>
<tr>
<td>Cooperation</td>
<td>13.97</td>
<td>31.77</td>
<td>35.41</td>
</tr>
<tr>
<td>courage</td>
<td>20.57</td>
<td>47.70</td>
<td>52.17</td>
</tr>
<tr>
<td>Self-control, self-discipline</td>
<td>13.93</td>
<td>31.37</td>
<td>34.59</td>
</tr>
<tr>
<td>Social skills</td>
<td>48.47</td>
<td>110.83</td>
<td>110.90</td>
</tr>
</tbody>
</table>

According to table 5, there is a considerable difference between the average of social skills scores and its subscales (cooperation, courage, self-control and self-discipline) among experimental group in pre-test and post-test and follow up phases. In order to test the significance of difference between experimental and control groups on the dependent variables (social skills and its subscales (cooperation, courage, self-control and self-discipline)) the multivariable analysis of variance has been used to control the effect of pre-test.

Table 6 – multivariable analysis of variance to check the effect of group variable on the subscales of social skills

<table>
<thead>
<tr>
<th>Index variable</th>
<th>Test name</th>
<th>value</th>
<th>The hypothesis of DF</th>
<th>Mistake of DF</th>
<th>Rate of F</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperation</td>
<td>The test of Pilaye effect</td>
<td>991</td>
<td>1.454</td>
<td>2000</td>
<td>27</td>
<td>000.</td>
</tr>
<tr>
<td></td>
<td>Wilks Lambda test</td>
<td>009</td>
<td>1.454</td>
<td>2000</td>
<td>27</td>
<td>000.</td>
</tr>
<tr>
<td></td>
<td>The test of Hotelling effect</td>
<td>107.716</td>
<td>1.454</td>
<td>2000</td>
<td>27</td>
<td>000.</td>
</tr>
<tr>
<td></td>
<td>The test of largest roop on</td>
<td>107.716</td>
<td>1.454</td>
<td>2000</td>
<td>27</td>
<td>000.</td>
</tr>
<tr>
<td>courage</td>
<td>The test of Pilaye effect</td>
<td>994</td>
<td>2.202</td>
<td>2000</td>
<td>27</td>
<td>000.</td>
</tr>
<tr>
<td></td>
<td>Wilks Lambda test</td>
<td>006</td>
<td>2.202</td>
<td>2000</td>
<td>27</td>
<td>000.</td>
</tr>
<tr>
<td></td>
<td>The test of Hotelling effect</td>
<td>163.129</td>
<td>2.202</td>
<td>2000</td>
<td>27</td>
<td>000.</td>
</tr>
<tr>
<td></td>
<td>The test of largest roop on</td>
<td>163.129</td>
<td>2.202</td>
<td>2000</td>
<td>27</td>
<td>000.</td>
</tr>
<tr>
<td>Self-control, self-discipline</td>
<td>The test of Pilaye effect</td>
<td>993</td>
<td>1.821</td>
<td>2000</td>
<td>27</td>
<td>000.</td>
</tr>
<tr>
<td></td>
<td>Wilks Lambda test</td>
<td>007</td>
<td>1.821</td>
<td>2000</td>
<td>27</td>
<td>000.</td>
</tr>
<tr>
<td></td>
<td>The test of Hotelling effect</td>
<td>134.862</td>
<td>1.821</td>
<td>2000</td>
<td>27</td>
<td>000.</td>
</tr>
<tr>
<td></td>
<td>The test of largest roop on</td>
<td>134.862</td>
<td>1.821</td>
<td>2000</td>
<td>27</td>
<td>000.</td>
</tr>
<tr>
<td>Social skills</td>
<td>The test of Pilaye effect</td>
<td>997</td>
<td>5.37</td>
<td>2000</td>
<td>28</td>
<td>000.</td>
</tr>
<tr>
<td></td>
<td>Wilks Lambda test</td>
<td>003</td>
<td>5.37</td>
<td>2000</td>
<td>28</td>
<td>000.</td>
</tr>
<tr>
<td></td>
<td>The test of Hotelling effect</td>
<td>383.562</td>
<td>5.37</td>
<td>2000</td>
<td>28</td>
<td>000.</td>
</tr>
<tr>
<td></td>
<td>The test of largest roop on</td>
<td>383.562</td>
<td>5.37</td>
<td>2000</td>
<td>28</td>
<td>000.</td>
</tr>
</tbody>
</table>

As can be seen in table 6, the values of F (27 and 28) in the level of P>0.001 are statistically significant. Thus it can be said that there is a significant difference between students in experimental group and control group on dependent variables (social skills and its subscales (cooperation, courage, self-control and self-discipline)).

Table 7: the results of Kroyt Muchly test on dependent variables

<table>
<thead>
<tr>
<th>Index variable</th>
<th>Muchly</th>
<th>Xi 2</th>
<th>df</th>
<th>p</th>
<th>Green house Gaser</th>
<th>Hovine-Foldet</th>
<th>Lower bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperation</td>
<td>975</td>
<td>673</td>
<td>2</td>
<td>714</td>
<td>976</td>
<td>1.000</td>
<td>500.</td>
</tr>
<tr>
<td>courage</td>
<td>878</td>
<td>3.510</td>
<td>2</td>
<td>173</td>
<td>891</td>
<td>948.</td>
<td>500.</td>
</tr>
<tr>
<td>Self-control, self-discipline</td>
<td>827</td>
<td>5.135</td>
<td>2</td>
<td>077</td>
<td>852</td>
<td>902.</td>
<td>500.</td>
</tr>
<tr>
<td>Social skills</td>
<td>943</td>
<td>1.630</td>
<td>2</td>
<td>443</td>
<td>946</td>
<td>1.000</td>
<td>500.</td>
</tr>
</tbody>
</table>

As it can be seen in table 7, Kroyt test shows that the observed data measured at different stages (pre-test, post-test and follow) and dependent variables (social skills and its subscales (cooperation, courage, self-control and self-discipline)) are not the same in level 0.05>P.
Table 8 - Results of effects test among subjects

<table>
<thead>
<tr>
<th>Index Component variable</th>
<th>Sum of squares y</th>
<th>df</th>
<th>Mean square</th>
<th>F</th>
<th>significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>cooperation</td>
<td>Kroyt assumption</td>
<td>7698.414</td>
<td>2</td>
<td>3849.207</td>
<td>1.744</td>
</tr>
<tr>
<td></td>
<td>Green house Gaser</td>
<td>7698.414</td>
<td>1.952</td>
<td>3944.032</td>
<td>1.744</td>
</tr>
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Results of table 8 show that the variations of dependent variables are smaller than the level $0.005 > P$. Therefore it can be concluded that the storytelling method to enhance the social skills of students has a good stability over time.

**Discussion and conclusion**

In comparative comparision about storytelling method to enhance social skills and the stability of this training it is necessary to note that based on suitable considerations on effectiveness of storytelling method to enhance social skills independent research has not been done so far. But the findings of this study is consistent with the investigations of local researchers such as Rezaei et al (1390), Momayzei et al (1390), Sharifi e Daramadi (1390), Nasirzadeh and Roshan (1389), Zakariaci et al (1387), Homaei et al (1388) and / or foreign researchers such as Auerbach et al (2010), Matsuura et al (2009), Lento (2007), Teglassi and Rthman (2001) and also is approved by their results.

Researchers and investigators concluded that this storytelling not only enhances the social skills and social consistency but also increase positive behaviors among individuals. On the other hand storytelling affects on their signs of impairment in social skills and reduces the behavioral disorders such as aggression. Some of these researchers have also suggested that the effects of these results had a suitable stability. Findings of Momayzei et al (1390) showed that that antisocial behaviors and lack of suitable social skills is effective in two-way relationships of child and adolescent with others. The results of Sharifi Daramadi’s study (1390) found that social skills training was significantly more effective to improve the consistency of students in the experimental group. Social skills training of MichenBaum (1977) led to increase consistency of blind students and caused to reduce symptoms of their impaired social skills. The finding of Nasirzadeh and Roshan (1389) showed that storytelling has reduced the symptoms of aggression among children. This reduction also remains stable in three months follow up. The results of this study showed that these findings prove the capability of using story and its structure in the children education and solving their problems. Homaei et al (1388) showed that ther is a significant difference between the average of six consistency fields of children in experimental and control groups, in terms of the effect of storytelling on their behavior. Zakariaci et al (1387) showed that using storytelling and creative drama increased creativity of students and also the storytelling method led to increase the flexibility, innovative and expansion scores of students. Vali (1386) studied the topic of “storytelling, an effective method in teaching the complex concepts of medical science”. The results showed that the effect of storytelling on increasing the students knowledge was more than the normal speech. Different studies show the effectiveness of story and storytelling in reducing behavioral problems and increasing the positive behaviors in children. Aubrich et al (2010) in their study showed that those students with social skills react better at dealing with emotional situations. Matsuara (2009) in a research showed the effects of storytelling therapy on aggressive and maladaptive problems and reduction of beliefs that reinforce this behavior. Randy and Michelle (2008) have pointed out in their research that storytelling training has a
positive effect on social adaptation and social skills increment. Linta (2007) after three months of storytelling for children who were more isolated and reclusive than normal children, showed that storytelling is effective in increasing children’s self-esteem. In explaining the results of the present study one can acknowledge that some scholars such as Jerome Bruner, Lax and Thiese and Jackswan also know storytelling as a natural way to create the world. In this perspective presentation of moral lessons in story framework to organize learnings in life is expressed. Thus, if stories contain the actions and their consequences, they can cause moral development (Trizenberg, Mc Grath, 2001). Among the activities that can be undertaken without any problem in education system, and can be responsible of raising a child, and collects things like a unit ring around itself is the storytelling activity. Because of innate human need, story is always a favorite program for children. In this point of view, the importance of story in social and moral development has been discussed by many authors. Therefore storytelling and listening to stories was always one of the most important and most common ways of conveying concepts, transmission of values, behavior modification, enhancement of creativity, encourage curiosity, social interaction and behavior modification and even the transfer of experience and the entertainment (Zaypes, 1380).

The story or tale is defined as a text which an author presents his/her idea in it via a story. Whether the story is a wrong fiction or is the reality which is decorated with the imagination and dream (Nurahnar, 1358) it can help individual to coherent and integrate his / her imaginations, events and dreams in a whole and leads to promote individual self-awareness (Kestenbaum 2003, quoted by Sheibani, Yusefi Luyeh and Delavar, 1385). Fiction books and stories can be used to address a wide range of issues such as: supporting behaviours, fear of loneliness, secrets and relationships and somethings like that. The results of the study also confirmed this point that one of the factors that have an important influence on social skills among students.

Therefore, studying social skills and identifying relate and effective factor on them among children are very important. On the other hand, increase of adaptability of people has effective and useful consequences on their daily life; of these consequences one can refer to the following: First of all, this skill leads to better interaction between family members and secondly, at the level of society and particularly among peers in the school increase communication and consistency quality. Therefore the healthy relations level increase and indirectly affect on the life quality in adulthood and finally have a desired and constructive influence on their interaction manner in the society. The results of this study also confirmed that social skills defect on children's mental health (Cont et al, 2000). Social skill helps children to have an effective relationship with others. Most children learn this skill from relatives (parents, sisters, brothers and peers) without any attempt. For this reason, most of these children face with negative reactions from adults and other children (Slabi and Govara, 2003). Social skill is defined as an ability to interact with others in a particular social context, so that it is acceptable and valuable in the perspective of tradition. Several studies have shown that there are many factors that influence social skills among students.

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